

**EFFECTS OF HUMAN RESOURCE PRACTICES ON TALENT
MANAGEMENT IN PRIVATE TEACHER TRAINING COLLEGES IN
BUNGOMA DISTRICT, KENYA.**

BY

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**A research report submitted in partial fulfillment of the requirement for the award
of a degree of master of business administration, school of business, Kenyatta
University.**

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DECLARATION

This research report is my original work and has not been presented for award of a degree or diploma in this or any other university.

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SUPERVISOR'S APPROVAL

I confirm that this research project report has been carried out by the candidate under my supervision and has been submitted for review with my approval as the university supervisor.

Sign

Date.....

Mr. Shadrack Bett

DEDICATION

I dedicate this research project to my brother Dr. Joel Mabonga for the great inspiration, financial support and encouragement he gave me during my study of this course, to my late mother Neddy Nanyama who believed in me and my father Mr. Simon Mabonga for the great love and unending support that ensured I finish the course in good time.

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ABSTRACT

The study assessed the effects of human resource practices on talent management in private teacher training colleges in Bungoma district. The study was guided by the following objectives: the effects of remuneration of workers on talent management in the private teacher training colleges; the effect of training and career development on talent management in private teacher training colleges; How working conditions and terms of service affect talent management in private teacher training colleges in Bungoma district; and the effect of employee welfare and services on talent management in private teacher training colleges in Bungoma district. The research findings are useful in improving employer's chances of selecting employees who are committed to the organization.

The study used descriptive research design and in particular the ex -post facto research design. Through this method, the researcher did not have direct control of the independent variables because their manifestation had already occurred or because they were inherent and not manipulative. The target population comprised principals, administrators and tutors in private teacher training colleges in Bungoma district. The district has 10 private teacher training colleges with 150 teachers, 10 principals and 40 administrators. A sample size of 40% of the target population was considered. Questionnaires and interviews were used as the main data collection methods. Secondary data was used to obtain information on specific issues from the district education officer, and quality and standard assurance officer. Data collected was analyzed using descriptive statistics in form of frequency distribution tables, percentages and pie charts. SPSS was used to process the data and present it in the right format.

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ABBREVIATIONS AND ACRONYMS

D.I.C.E.C.E	District Center for Early Childhood Education
E.C.D.E	Early Childhood Development Education
HR	Human Resource
HRM	Human Resource Management
IBM	International Business Machines
K.I.E	Kenya Institute of Education
K.I.S.E	Kenya Institute of Special Education
K.N.E.C	Kenya National Examination Council
MET	Managing Educator Talent
N.A.C.E.C.E	National Center for Early Childhood Education
Q.U.A.S.O	Quality Assurance and Standards Officer
R.O.K	Republic Of Kenya
SHRM	Strategic Human Resource Management
T.P	Teaching Practice
T.T.I	Technical Teacher Institute
TM	Talent Management
TTCs	Teacher Training Colleges

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the challenges facing organizations is the retention of critical employees. Society has now become knowledge based. Clearly, human capital is considered a key resource and indispensable to survival of businesses. Increasingly, organizations are competing for best talent. (Porter 2001). For many organizations, strategic staffing has become an important issue because the ability to hold on to highly talented employees is crucial to future survival (Ettore, 1997; whitner, 2001.) The loss of needed talent is costly because of the resultant bidding up of market salaries for experienced hires to replace them, the cost of recruiting and assimilating new talent, the lost investment in talent development and the hidden costs of lost productivity , lost sales opportunities and strained customer relationships (Eiskilden and Wossler, 2000.)

Talent management has been described as management of people, their skills and abilities or human capital of an organization. The most important asset in any organization is people. Human capital is the only capital that is active without which nothing can happen in an organization as noted by (Jac Fitz-enz, 2003). A company that can more fully engage its human capability will get to a much bigger return on the investment and achieves things that it cannot possibly achieve by not engaging more of that capability. By simply teaching people, setting up a culture where people can grow and supporting them psychologically ,emotionally and physically gets people engaged completely and draws out of them more of their capability. Because of that they perform at a high level. If that is rolled up to the top until the organization makes all connections from human motivation, skill development and commitment up through the operating organization to the enterprise goals then talent will be tapped and maintained (Jac Fitz-enz, 2003).

Talent management is beneficial to both the organization and the employees. The organization benefits from ; increased productivity and capability, a better linkage between individual efforts and business goals, commitment of valued employees, reduced

turn over, increased bench strength and a better fit between people's jobs and skills. Employees benefit from; higher motivation and commitment, career development, increased knowledge and contribution to company's goals, sustained motivation and job satisfaction (Pfeffer, J.1994).

Human Resource practices additionally ensure that the organization is staffed with people who have appropriate knowledge and expertise for required roles. This goes hand in hand with getting the right people and aligning the human resource activities with corporate strategy. These human resource practices are related and the success or failure in one activity can significantly influence the success or failure of another. For these reasons four human capital areas of acquiring, maintaining, developing and retaining have to be in place and working complementarily. Maintaining people will include paying them, providing benefits and other types of support and eventually these activities will build an institution that can be successful and contribute to the community in addition to making profit to the stockholders (Jac Fitz –enz 2003).

According to Jac Fitz-enz (2003), organizations in the private sector tend to lose people mostly in the first year or two. This is because of the employment based on contracts that are renewed yearly. There are points in a person's career when they are more vulnerable or susceptible to leaving the organization. These points tend to come somewhere around two to three years again and five year time frame and around eight to nine years.

Hussain (2004) elaborated the concept of teachers and their teaching that in order to meet the confronted requirements for career; teachers are expected to use the best practice strategy to attain the said requirements. Improvement in learning depends upon teacher training and motivation. All stakeholders need to have human capital at heart in order to attain institutional goals.

The current school staffing problems are caused as much by teacher turn over as by the failure to attract new teachers. Indeed research has shown that approximately one quarter of all beginning teachers leave teaching within four years (Benner 2000; Rowan et al 2002). In general, teachers list family or personal reasons such as pregnancy, demands of

child rearing and health problems as reasons for leaving the profession. Job dissatisfaction, primarily due to poor salary, poor administrative support, and student discipline problems is also among the most frequent reasons teachers give for leaving the profession (Ture and O'Brien 2002; Ingersoll 2001; Mac Donald 1999).

Federal Ministry of Education, (May 2005), reports that during the 3 academic sessions 1999/2000, to 2001/2002, a total of 193 academic staff members of sample teacher training institutions in Nigeria among them 42 females were lost to the teacher education system for several reasons; death was responsible for claiming 35.2% of the total, retirement accounted for 20.2% of the loss that included 8 females, 4.1% relocated to other institutions including education. All those that left teaching as a career were males, similarly, 85.7 % (42 of 48) of those who left the system for unspecified reasons were males.

Kenya has five teacher education programs namely; the E.C.D.E teacher education program in which teachers are trained through in service and pre-service courses in D.I.C.E.C.E. The N.A.C.E.C.E develops the curriculum, trains trainers and supervisors and conducts monitoring and evaluation of the centers. Secondly, there is secondary teacher education which is provided at the diploma and degree levels in diploma teacher training colleges and universities respectively. Thirdly, technical teacher education is offered at the Kenya technical teachers college in Nairobi which trains diploma level teachers for secondary schools, T.T.I.s, Primary Teacher Colleges, institute of technology and vocational polytechnics. Fourthly, special needs teacher education provided to professionally qualified practicing teachers in a two year diploma program at the K.I.S.E. Finally there is P.T.E which is provided in certificate level colleges through 2 years (R.O.K, 2005).

Evaluation of learning in P.T.E is both internal and external and takes three forms; continuous assessment, a final exam and assessment of T.P. Continuous assessment contributes 30% of the total marks while the other 70% comes from K.N.E.C. To qualify for the award of a P.T.E certificate, the student must pass in 8 subjects out of 9 in PTE exams. The final assessment of T.P is conducted during the 3rd T.P by a panel of external

assessors made up of Q.U.A.S.O., college tutors and officers from K.I.E on behalf of KNEC. Supervision of the 1st and 2nd sessions T.P is conducted by the relevant college tutors (R.O.K 2005.)

There are 10 registered and running private T.T.C.s in Bungoma district offering both E.C.D.E and P.T.E namely; Bungoma Teacher Training College, West Kenya, Pamus, Nabongo, Chwele, St. Joseph's, St. Annes, Millennium, Bungoma Teachers Training Institute, and Sacred Training Institute. These colleges offer varied products and services to their clients. Many of them got courses which are examined from within (internal) as well as external exam. The predominant of this external examiner is K.N.E.C. By the fact that they compete for the same market, the variety of the courses they offer gives them an added advantage over their competitors.

The quality too is a major factor determining the competitiveness of these institutions. The number of students passing the exams and obtaining the best grades measures the quality. The quality then depends on the nature of the teaching staff that the institution employs to deliver the services. The institution therefore must seek to add to its workforce, competitive and quality staff who will impact directly on the attraction and retention of their clients. This phenomenon thus facilitates the retention or turnover of these teachers from one institution to another.

1.2 Statement of the Problem

Organizations today constantly wrestle with revolutionary trends; accelerating product and technological changes, global competition, deregulation, demographic changes and at the same time they must strive to implement trends towards a service and information age society (Kane 2000). Thus the loss of needed talent is costly because of the resultant bidding up of market salaries for experienced hires to replace them; the cost of recruiting and assimilating new talent is high, the lost investment in talent development and the hidden costs of lost productivity, lost sales opportunities and strained customer relationships (Eiskilden & Wossler 2000).

The issue of staff retention in many organizations has been widely reported. For example, Benner (2000) and Rowan et al. (2002) say that many organizations worldwide including schools and other teaching institutions have for a long time had problems in retention of staff. This is due to increased labor turnover which has had a negative impact on the efficiency and effectiveness of the institutions. The costs associated with turnover are high and this calls for more concerted efforts in the organizations to ensure that the staff is retained over the longest period of time possible. A high level of staff turnover will mean that there will be a high additional training costs and disruption on the quality of service and decrease in the level of production (Needham, 2000). It is against this backdrop that this study sought to establish the effects of human resource practices on talent management in private TTCs in Bungoma.

1.3 Objectives of the Study

1.3.1 General Objective

To establish the effects of HR practices on talent management in private TTCs in Bungoma district.

1.3.2 Specific Objectives

1. To find out how working conditions and terms of service affect talent management in private teacher training colleges in Bungoma district
2. To establish the extent to which compensation affects talent management in private TTCs in Bungoma district
3. To determine how employee welfare and services affect talent management in the private TTCs in Bungoma district.
4. To investigate how training and career development affects talent management in private TTCs in Bungoma district.

1.4 Research Questions

The following research questions will guide the researcher:

1. What are the effects of working conditions and terms of service on talent management in private TTCs in Bungoma District
2. What are the effects of compensation on talent management in private TTCs in Bungoma District
3. What are the effects of employee welfare and services on talent management in private TTCs in Bungoma District
4. What are the effects of training and career development on talent management in private TTCs in Bungoma District

1.5 Significance of the Study

“Loss of key talent results in the stripping off of valuable human capital critical skills and institutional memory” (Entrekin, 2001.) Organizations not only suffer from lost productivity but also lose the knowledge that these critical employees possess that can be beneficial to the company. “High performing employees know the industry competitive strengths and weakness, products, customers and processes. The information in their heads is a significant part of corporate equity” (Guthrie, 2001; Hom and Griffeth, 1995; Husseid, 1995; Oh, 1997). Retaining these valued core employees is therefore a strategic issue and a competitive business advantage that stakeholders need to put in mind.

Management scholars argue that how employees are managed is becoming a more important source of competitive advantage because traditional sources (products, process of technology, protected or regulated markets, access to financial resources and economies of scale) are becoming less powerful (Lawler 1996; Pfeffer 1997). Thus the results of the research form a source of information to the managers of the private institutions on management of employees.

The education sector deals purely with human capital. These include trainees, staff and administrators. The results of this study will assist the ministry of education in the development of an effective human resource retention program for the education sector as this sector employs over 10% of Kenya’s workforce.

Employee retention is a highly important strategic tool for corporations. The research findings in this study will improve both public and private TTCs employer's chances of selecting employees who will become committed to the institution and also improve the ability to retain highly skilled and motivated employees.

Education in the private sector being just like any other, it has targets to be met like performance and profit. With the findings of the study managers in this sector will be able to gain more knowledge on talent management as human capital is the key asset in any organization and if human capital is effectively driven then targets are easily met.

1.6 Delimitation of the Study

The study focused on the effects of the Human Resource practices on talent management in private teacher training colleges in Bungoma District.

The study covered administrators, principals and teachers of private TTCs in Bungoma district.

1.7 Limitation of the Study

The researcher anticipated the following limitations:

- a. The sample is limited as the study targeted tutors, principals and administrators in private teacher training colleges, in Bungoma District thus excludes other TTCs in the country.
- b. Unwillingness by some of the respondents to answer questions fully on the questionnaire hence the researcher will therefore print more questionnaires to give to more respond.

1.8 Assumptions of the study

The researcher anticipates the following assumptions:

- a. The researcher will carry out piloting study in private TTCs in Kakamega District to collect data to get a representation of sampled data in another District.
- b. The respondents will fully answer the questions and return on time, during collection of data the respondents' biases may not be unnoticed.

1.9 Definition of significant terms used in the study

Talent - Current employees and their valuable knowledge, skills and competencies.

Talent Management - The skill of attracting highly skilled workers or integrating new workers, developing and retaining current works.

Training- Armstrong (1999) & Cole (1997) state that training is a systematic modification of behavior through learning which occurs as a result of education and instruction

Baby boomers- A generation of individuals that were born between 1946 and 1960 which is now estimated as over 78 million (Leubsdorf ,2006; Thau & Heflin 1997).

Competency – Any attitude, skill, behavior, motive or other personal characteristic that are essential to perform a job or more importantly differentiate superior performers from social performers (Fullmer & Conger 2004).

360 degree feedback- A leadership assessment tool used in many executive development program, participants based on an organization's core competencies. This is conducted by surveying supervisors, peers, subordinates and outside colleagues in order to gather feedback to be used to narrow performance gaps (Thomas & Saslow, 2007).

1.10 Scope of the study

The study was conducted in Bungoma County located in the western region of Kenya. The study was limited to administrators, teachers and principals in private teacher training colleges in Bungoma district only.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter consists of past studies and main review on talent management, models / theories in talent management, labor turn over and the literature based on the study objectives. Additionally, there is critical review of major issues, summary and gaps to be filled by the study and the conceptual frame work.

2.2 Past studies / main review

2.2.1 Talent Management

Talent management facilitates the development and career progress of highly talented and skilled individuals in the organization using formalized procedures, resources, policies and processes. The TM process focuses on developing employees and leaders for future of the organization (Gay& Sims2006).

Over the past decade the way in which people are managed and developed at work has come to be recognized as one of the primary factors in achieving improvement in organizational performance. (BQF. 1998; Marching ton and Wilkson 1997; Phillips 1997). This is reflected by popular idioms such as “people are our most important asset”(Accenture 2001). From the review of the extant literature it is acknowledged that successful organizations share a fundamental philosophy of valuing and investing in employees. (Anand 1997; Maguire 1995.) The value and uniqueness of employees may be based on ‘tacit knowledge’ that would be valuable to the competitor and these skills and knowledge are related to core processes developed internally and built up over time (Entrekin and Court 2001). Basically, employees perform the essential tasks within the organization and human resource systems are designed to support and manage this human capital (Gramm and Schnell 2001). Current HRM thinking emphasizes the benefits of meeting employees’ needs and enabling workers to have control over work lives. Many firms recognize the necessity to provide the information, flexibility and voice that

employees require to contribute to organizational success (Becker and Husseid, 1998 and Cappeli, 2000).

More specifically systems of high commitment human resource practices increase organizational effectiveness by creating conditions where employees become highly involved in the organization and work hard to accomplish the organization's goals (Arthur 1994; Bishop 1998). Many managers today recognize the benefits of high commitment in human resource management practices that respond to employees needs, encourage employees to behave in ways that benefit the organization (Baron and Kreps 1999).

Bersin & Associates (2011), state that; "nearly every major business is trying to globalize its operations and move talent and business towards areas of growth and while at the same time, improving the engagement, retention and performance of the workforce everywhere else." Technology trend in 2012 is changing. The global workplace suddenly is becoming smaller as mobile phones; iPods, Skype, and internet communication enable people to communicate all the time (Morgan, S. 2009). Morgan predicts that there will be 10 million mobile phones by the year 2015, more than 10 times the number of personal computers. Tools like face book (800 million users) and twitter (150 million users) and human capital will communicate with each other in real time, all the time. This rapid new communications has had a tremendous impact on employee communication, employment branding, social learning, expertise networks and leadership dynamics. This has led to the term 'social' that is transforming almost every talent practice. There is an explosion in social recruiting, social performance management, social rewards and recognition, social learning and social career management. Thus the use of face book, internet, has made organizations realize that almost all HR practices can be democratized enabling teammates and employees communicate with each other, changing the role of the line manager. Some companies use social feedback tools to rapidly assess an employee's performance and potential, creating a real time feedback mechanism.

Around the world, organizations face an imbalance between needed and available skills (SKILLS GAP) making hiring difficult. A study by SHRM and others in the late 2010

showed that only 32% of U.S. College graduates have excellent skills as they enter the working world. And only 16% of high school graduates have such skills. Similar research by Accenture (2001), found that nearly 70% of college graduates in India do not have the technical and business skills to enter the white collar work force. Young people are less prepared than ever, forcing employers to adopt new-hire training, apprenticeship and on the job training programs to build skills.

Resume overload is another challenge facing organizations. The number of job seekers is greater than ever. Bersin (2011), states that recruiters seeking hourly workers receive an average of 144 resumes per position and recruiters seeking white-collar workers collect more than 90 resumes per position. Recruiting new employees becomes tougher and the HR department has to sort out thousands of applications for a handful of jobs. Finding the right person for the right job becomes a very difficult process. It also involves very high cost to conduct the recruitment and selection process for such a large population of applicants. This makes it harder than ever to sort out the best candidates hence an explosion of interest in assessment tools and pre hire stimulation.

A startling set of statistics released by Mercer in the late 2011, in its global research (more than 10,000 employees responding) found that 32% of employees are 'planning on leaving' their employers versus only 19% two years then. It appears that much of the global workforce is 'hanging on their jobs' and waiting for economy to recover. Thus there is low engagement and employee performance. Talent watch research cites the reasons for the happening to be; budgets are tight, businesses are asking more than ever from their people and work force is becoming more contingent.

Wolverton & Gmelch (2002) confirmed the limited amount of research related to TM in higher education in which they suggested that few institutions embrace formal development programs and leave the growth opportunities to chance instead of relying on a systematic and focused process. Lynch (2007) also suggested that colleges and universities fall short of business and industry in developing talent. 'One would expect that knowledge economy; the products of knowledge would value talent management and even have a competitive edge in that realm'.

Lynch (2007) also stated that most institutions perform well in developing students but fall short of assisting managerial staff in skill development. Clunies (2007) suggested that higher education has historically been slow to adopt many corporate management processes. Heuer (2003) additionally believed the concept of talent management in higher education is an area that continues to remain largely unexplored.

Heuer (2003) conducted a study of seven Ivy- plus institutions (which includes Ivy League schools, consisting of Harvard, Yale, Brown, Columbia, Cornell, Dartmouth, Princeton and Pennsylvania as well as Massachusetts university, California institute of Technology) each rich with tradition and financial resources to support administrative needs, interestingly enough the respondents that were interviewed from each of the institutions stated that a formal TM strategy was not in place within any of their administrations.

Most institutions in the current economy can ill afford to lose a senior officer or a high potential administrator without a suitable replacement given the tremendous costs related to hiring a candidate from outside the institution (Clunies, 2007). Colleges and universities now more than ever need to ensure the right person is serving in the appropriate position (Heuer 2003).

Education sector analysis (2005) carried out a study on re-engineering the education sector in Nigeria and reported that not all teacher educators were professionally qualified for the job. In 1999/2000 some 32% of the academic staff did not possess relevant pedagogy to serve as teacher trainers. About 62% of the unqualified teacher educators were first degree holders while 34.5% possessed masters' degree. This implies that during recruitment of teachers, the right qualifications are not based on when picking the required candidate. The situation does not keep with the national policy of education which provides that all teachers from pre- primary to university should be qualified.

Federal ministry of education (May 2005) reports that in Nigeria, teachers located in remote areas were usually demotivated because of lack of incentives attached to them. This was upheld by 66% of the educational parastatal respondents. The same responded

that teaching was quite demanding and should not be taken for granted (66%). Additionally negative / indifferent attitudes of parents contributed strongly to the negative demoralization of teachers (100% of educational respondents).

Sessional paper (2004) of Kenya reports that teacher resource is one of the most important inputs into the education system and efficient management and utilization of teachers is critical to the quality of learning outcomes. It outlines that there exists unbalanced distribution of teachers as most teachers prefer to work in urban, pre-urban and high potential areas where amenities are available. Since June 2003, the Teachers' Service Commission has been carrying out a balancing exercise to move teachers from over staffed areas to understaffed areas but this exercise faces major resistance. Furthermore it states that continuous improvement in the quality of education services should also entail continuous skills upgrading for teachers. However this has not been the case as lack of adequate opportunities for in service training has denied most of practicing teachers the chance to enhance their skills beyond those acquired during their pre-service basic training.

2.2.2 Theories / Models in Talent Management

Bersin (2010) and his colleagues developed a high impact TM model which seeks to develop integrated organization processes aimed at attracting, managing ,developing, motivating and retaining key people in the organization. The model includes all the main HR activities and functions linked with learning, development and compensation processes. Bersin warns against undermining TM by promoting it purely as HR initiative and argues that TM has 4 key elements: performance management, competency management, leadership development and learning and development that should fit together in an integrated TM approach and fit increasingly as the process evolves.

Performance management is an element of talent management and Institutions need to set the rules for discussions and evaluation of performance of the staff members which should be built around organizational culture hence create competition or high collaboration among staff members. The processes involved are i.e. goal setting, goal

alignment, manager evaluation, 360 degree assessment, competency assessment, self evaluation and developmental planning.

Competency management in private colleges should be done by administrators who need to understand core competencies of the staff members, leadership competency of the principal, deputy, deans and heads of departments and role competency of each staff member need to be identified. This is a source of encouragement to the staff members who will tend to develop their career.

Learning and development is Key to TM in its function to provide deep levels of skills development across the institution as employees gain more knowledge to be able to sustain the tremendous changes in technology like the use of computers in typing and setting of exams, use of machines like photocopying machines and also the use of internet to access more information. This leads to Career development of the tutors (Bersin et al., 2010).

Leadership and development where Leaders like the principal and the deputy principal have a Strategic role to play in the college. The principal needs to be able to manage the staff members and ensure that the college is running smoothly while the deputy has to manage the students to ensure there is discipline in the college which later leads to high academic performance and increase in the students admission intakes. Therefore colleges can be at different stages of maturity but building strong leadership development is vital. The model is presented in the table 2.1.

Table 2.1 High Impact Talent Management Framework

H R S Y S T E M S A N D M E T R I C S	Talent Strategy and Planning					Compensation
	Business strategy	Critical talent strategy	Talent metric and measurement	Process Governance	System Strategy	Compensation planning
	Sourcing and recruiting	Performance management	Succession planning	Leadership development		
	Sourcing candidate pools	Goal setting	Calibration meetings	Formal programs		Base compensation plans
	Assessment	Cascading goals	Talent reviews	Executive education		
	Employer branding	Self assessment	HIPO identification	Coaching		Pay for performance
	Recruiting	Manager assessment	Career planning	Mentoring		
	Selection	360 assessment	Talent migration plan	Job rotation		
		Development planning and competency assessment		Assessment evaluation		Short and long term incentives
	Competency management	Job profiles	Corporate Values	Leadership competencies	Functional	
	On boarding	Management training	Leadership curricular	Coaching/mentor programs		
	Role based, Curricular	Operational training	E-planning strategy	Development assignments certification programs		
	Content development and delivery	Learning and development				
Learning and Development						

Source: Bersin et al. (2010)

According to a joint study by IBM Corporation and the Human Capital institute, although attention on talent management practices varied substantially across industries, the education field was found to be least likely to engage in “enlightened talent management practices”. The industries that engage in the most talent management activities (e.g. electronics, technology and professional services) were referred as the “knowledge-intensive industries” while education which clearly should be the knowledge intensive

was not (Ringo, Schweyer et al 2008). Indeed Olson (2008) claims that ‘there is no system for attracting training and supporting the best people for the job’ in the field of education. MET Frame work identifies the following eight key areas for effective talent management:

Institutions of higher education need to ensure that teacher preparation programs are selective in their admissions and respond to local needs for teachers in certain subjects. In private teacher training colleges, the criteria for admission should be based on merit standard set by K.N.E.C i.e. the qualification for admission in the P.T.E certificate which is C (plain) and above and certificate in E.C.D.E (D+) and above /diploma in E.C.D.E level C plain in Kenya Certificate of Secondary Education or a certificate in ECDE. This also enables the HRM team in the colleges to be able to equip tutors with the correct syllabus and reference materials needed for the courses available. (R.O.K 2005)

According to the MET frame work, Recruitment process needs to be done by the District and state officials who must identify and then market the positive characteristics of the profession and teaching in the districts where highly effective teachers are most needed. Private Teacher training colleges need to produce the best teachers who will be recruited in the primary schools and give the best in the profession this will offer a competitive advantage to the college. In addition, officials must maintain high recruitment standards while reaching out to a diverse pool of potential candidates.

Hiring of tutors in the private colleges should be a streamlined process conducted on an early hiring timeline and allow for rich information sharing between districts and teachers. This should be done based on qualification and not friendly basis. The right staff with the correct qualification needs to be hired in good time. The college HRM team needs to identify the areas/ subject that need a staff in advance so as to hire tutors in time.

High quality induction and mentoring program should be available to all new teachers. The program should be accompanied by appropriate and manageable teaching assignments that recognize novice status. Professional development should be on going,

job embedded and differentiated professional development should be available for all teachers.

Compensation and incentives is a HR practice that affects talent management and staff retention in organizations. Teachers should be rewarded generously with salaries that are market sensitive, competitive and performance based. The management team of the private teacher training colleges needs to find out the rates offered by the competitors to ensure that they are market sensitive and able to maintain and retain talent. Staff needs to be awarded incentives for a work well done to be motivated and retained. This goes hand in hand with the Working conditions thus Teachers need to enjoy a professional work place that includes positive, collaborative and team oriented school cultures, limited discipline and classroom management problems, safe clean and appropriately equipped facilities and reasonable workloads. Finally, Performance management should be undertaken and teacher evaluations be different to provide clear and timely feedback linked to teacher's goals, professional development and incentives (Behrstock et al., 2009). The eight areas above are presented in the figure 2.1.

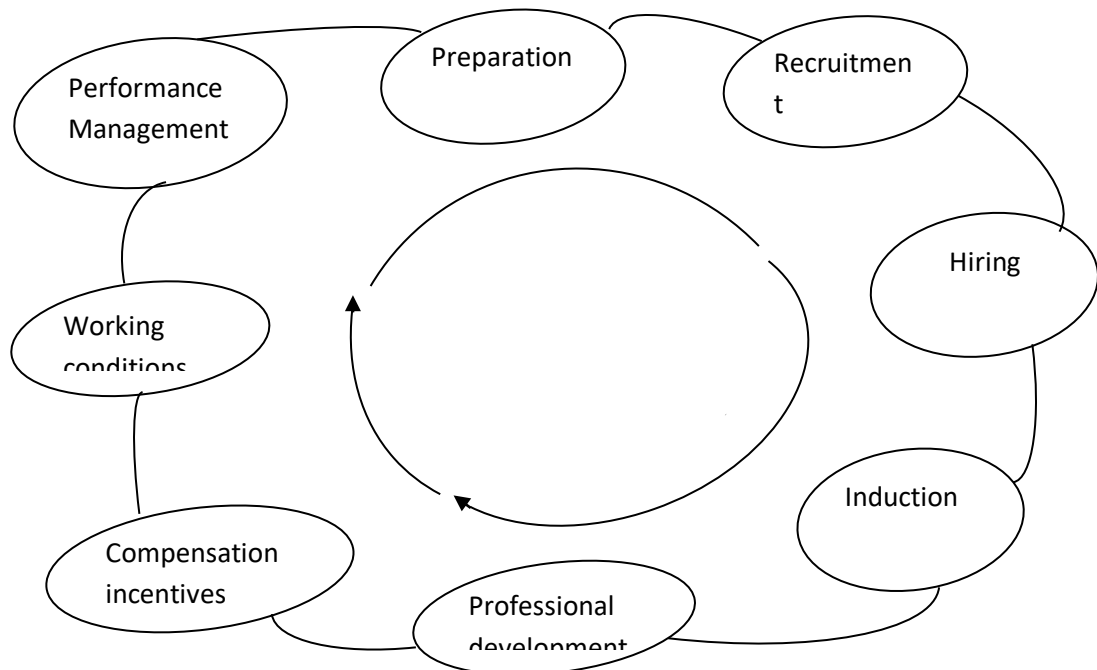


Figure 2.1: The MET Frame work of Talent Management.

Source: Behrstock et al. (2009)

Lawler (2008) recommends that to be the senior manager in 'human capital centric' organization(i.e. organization that strive for success by attracting, developing retaining organizing and managing people) should spend 30-50% of their time on TM. Lawler identifies the following best practices for recruitment, development and retention.

Recruitment should be done by facilitating the right employee who fit in the college by providing accurate previews of the employee experience. Managers in the private TTCs should also develop employment contracts that formally state what employees can expect and what is expected of them. Learning about applicants past practices are more indicative of future potential than interviews and resume. The HRM team should create the expression that the hiring selection process is highly selective. The institution should offer to provide candidates with feedback on their performance in order to attract those who want to learn and develop themselves while dissuading those who do not. Private TTCs can provide internship opportunities like offering teaching practice opportunity to expose potential applicants to a realistic preview of the company and gauge performance before making an offer.

The HR management team of the private teacher training colleges should promote development by encouraging career self management through timely and effective performance reviews that clarify the individual's potential future roles in the organization and skills that must be developed further. It should also publicize the plans for changing technology within the organization to indicate which skills employees should focus on developing. Enabling movement within an organization to encourage the best match although movement can cause disruption is vital for utilizing talent effectively and maintaining employee motivation and morale.

Understanding the market at which the private TTCs operate is an important aspect of staff retention. The managers should know why an employee might find another job opportunity more attractive than the current arrangement, understand employees values differ from employee to employee and employers will benefit from knowing the values of their top performers. Therefore institutions should focus on retention efforts on the best talent to create an upward spiral of increasingly better talent attraction and retention.

2.3 Labor Turn Over

Human resource practices are critical in the management of the employees of any organization. Early theorists like Fredrick Winslow Taylor suggested that the labor of any organization are just but like machines who can be used only and disposed off when they are no longer productive. This prompted him to assert that the employee comes to work because of money only. ie employees are motivated because of money only. According to him pegging their wages to their productivity will then enhance productivity of these employees. This implied that the higher the employee produced the higher the pay. This he called the piece meal. The view of Taylor has however been challenged by other theorists who were of the view that employees are not motivated by money only but by other factors related to their needs, their jobs and even their social and cultural setting.

Employees leave for many reasons, some of which organizations have no control over, such as retirement, a family member being transferred or the desire to stay home to start a family. Some of the most common reasons employee leave include : employees' perception of poor leadership or supervision, advancement, no recognition for good performance, limited control over the work and customer, salary benefits are not commensurate with job requirements and the opportunity for a better compensation elsewhere.(Accenture 2001; Jardine and Amig 2001).

Wagar (2003) examined the relationship between an individual's intention to quit his job and HRM activities of the organization. The study revealed that employees of organizations with more sophisticated HR systems were significantly less likely to indicate they intended to leave.

According to Wagar (2003) employees who did not intent to quit were more likely to be employed in organizations that adopted a certain set of HR practices such as employee voice procedures programs that recognize contribution (i.e. merit based promotion, individual merit pay and formal employee recognition program), Mechanism for sharing information with employees, use of problem solving groups and training in employee involvement. Employee's perception regarding the organization's retention strategy was

thus significant. For instance, employees who indicated they were not planning to quit also were more likely to report their organization was committed to retaining the best employees; saw the retention of top employees as very important ;and has established programs designed to retain quality employees.(Boyd 2000; Dobbs 2001; Eskildesn and Nussler 2000).

2.3.1 Labour turn over predictors

2.3.1.1 Organizational Commitment

According to Mowday, Steers, and Porter (1979) an employee who is committed to organization has values and beliefs that match those of the organization, a willingness to exert effort for the organization and a desire to stay with the organization. Employees with lower levels of commitment are less satisfied with their jobs and more likely plan to leave the organization (Bennet et al 1993; Schnake & Dumler 2000; Zangaro 2001).

2.3.1.2 Availability of Employment

Availability of employment has a significant positive effect on turn over intent (Tett & Meyer 1993). Employees are more likely to express turn over intentions when they perceive that there are other acceptable employment opportunities. In Kenya, the increase for the demand of post secondary education has led to an increase in the number of private institutions thus increase in the employment opportunity in the private teacher training colleges (Republic of Kenya, sessional paper, 2005).

2.3.1.3 Demographic factors

Demographic factors were among the most common and most conclusive predictors in the turn over literature. A number of studies found age, education, job level, gender and tenure with the organization to be significant predicators of turnover (Jinnett & Alexander 1999; miller & wheeler 1992). Generally, the younger and better educated (as well as less trained) employees are more likely to leave than are their counterparts (Manlove & Guzzle 1997).The higher the job level one has with the organization the

lower is one's likelihood of quitting (Beldian et al 1992). Level of education related to turnover only for employees holding mid level jobs (Galang, Elsik & Russ 1999).

2.4 Working Conditions and Terms of Service

The environment within which the teachers perform their duties and the terms and conditions of their employment is of great importance in discussing talent management and retention. The fact that an employee is either permanent or pensionable or is on part time (casual) employment influences greatly the stability of any given staff.

Social status is another factor in the retention decision in the teaching profession in the border community (Tye & O'brien 2002). In interviews with rural Australian teachers, for example a primary source of their anxiety about the profession was dealing with a misinformed community. Teachers report that they have to repeatedly battle public stereotypes that they enjoy high salaries and numerous vacations and that their jobs are easier than most other professions. Overall, teachers find a professional paradox. Their community has great expectations from education but teachers are accorded low social status and held in low esteem (Jones 2001).

A study by E.S.A (2005) (Education Sector Analysis) in teacher training colleges in Nigeria characterizes teacher's conditions of service as; irregular payment of salaries, lack of a scale of salary, poor conditions of school facilities, unfriendly school environment, no chair for pupils or teachers, no chalk, no table, no running cost and poor in service development of staff this does not motivate teachers. Additionally lack of seriousness on the part of students as well as inadequate supervision and management were among factors that militate against teacher's morale.

2.5 Herzberg, F. Two factor theory

The first part of the motivation theory involves the hygiene theory and includes the job environment. The hygiene factors include the company, its policies and its administration, the kind of supervision which people receive while on the job, working conditions, interpersonal relations, salary, status and security. These factors do not lead to

higher levels of motivation but without them there is dissatisfaction among the employees.

The second part of Herzberg's motivation theory involves what people actually do on the job. The motivators are achievement, recognition, growth /advancement and interest in the job. These factors result from internal generators in employees, yielding motivation rather than movement. Both these approaches (hygiene and motivation) must be done simultaneously. Treat people as best as you can so they have a minimum of dissatisfaction. Use people so they get achievement, interest and responsibility and they can grow and advance in work.

He performed studies to determine which factor in an employee's work environment caused satisfaction or dissatisfaction (the motivation to work 1959). Employees were asked what pleased and displeased them about their work. He found out that the factors causing job satisfaction (and presumably motivation) were different from that causing job dissatisfaction. He developed the motivation hygiene theory to explain these results. He called the satisfiers motivators and the term 'hygiene' in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. He represented his results in the table;

Table 2.2 Herzberg's 2- factor theory

LEADING TO DISSATISFACTION	LEADING TO SATISFACTION
Company policy	Achievement
Supervision	Recognition
Relationship with boss	Work itself
Work conditions	Responsibility
Salary	Advancement
Relationship with peers	Growth

Source: Armstrong (1999)

From the table, one observes that factors that determine whether there is dissatisfaction or no dissatisfaction are not part of the work itself but rather are external factors.

From the table its evident that the management not only must it provides hygiene factors to avoid employees' dissatisfaction with their jobs. He argues that job enrichment is required for intrinsic motivation and that it is a continuous process. According to him, the job should have sufficient challenge to utilize the full ability of the employee.

Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility. If a job cannot be designed to use employees' full abilities then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized then there will be a motivation problem.

The noise levels are also considered as a condition of the schools facilities. The research linking accounts to learning is consistent and convincing: good acoustics are fundamental to good academic performance. (Earthman & Lemasters 1997) report three key findings: Higher student achievement is associated with schools that have less external noise, outside noise causes increased student dissatisfaction with their classroom and excessive noise causes stress in students.

Teachers also attach importance to noise levels in classrooms and schools. Lackney (1999) found that teachers believe that noise impairs academic performance. Indeed it appears that external noise causes more discomfort and lowered efficiency for teachers than for students. (Lucas 1981). Almost 70% of Washington teachers report that their classrooms and hallways are so noisy that it affects their ability to teach.

However Hanushek, Kain, and Rivkin argue that while clearly important teacher salaries are not all that matter. They show that teacher preferences across range of job and school conditions may be just as important as salary in the retention decision. According to their study, 'teachers might be willing to take lower salaries in exchange for better working conditions.'

2.6 Remuneration / compensation and benefits

Companies often provide pay packages superior to the market for critical talent. These include special pay premiums, stock options or bonuses. Base pay reflects fair pay;

supplemental programs reflect individual; team or organizational performance and success (Parker & Wright 2001; Stein 2000; Williams 1999). Compensation includes wages and or salary programs and structures e.g. salary ranges for job descriptions, merit based programs, bonus based programs and commission based programs (Bersin 2003). Compensation 'is the most critical issue when it comes to attracting and keeping talent.' (Willis 2000). A fair wage is cornerstone of the contractual and implied agreements money being influential to behavior (Parker & Wright 2001).

Organizations in most industries are implementing innovative compensation approaches to differentiate themselves (Parker & Wright 2001). Innovative practices reflect the individual player contract model focusing on 'what will it take' to attract and retain each individual, regardless of the pay of others (Boyd and Salamin 2001). "Let's make a deal" approach is radical departure from traditional pay equity approaches but seems to work in a highly competitive individualized talent market. Others act more broadly ensuring that all 'players' are paid near the top of the market, whether through base salary or bonuses (Stein 2000; Williams 1999). This raises overall compensation costs but may reduce the risk and the cost of attrition.

Wage influence the recruitment and retention of workers (Highhouse, Stierwalt et al 1999; Parker & Wright 2001; Rynes & Barber 1990; Williams and Dreher 1992) and play a role in the staffing process. However these studies recognize that pay, by itself, will not be enough to retain people. Low pay will often drive employees outdoor but high pay will not necessary keep them. Ultimately they stay because they like their co workers and are engaged and challenged by work that makes them better at what they do.

Organizations need to communicate its total compensation package to its employees. It must emphasize not only the salary, bonuses and benefits but other highly valued aspects of employment such as supporting lifestyle balance initiatives and flexible work arrangements. These are non monetary benefits known as intrinsic rewards and they have a significant role in compensation satisfaction (Mitchell & Mickel 1999; Parker & Wright 2001).

2.7 Training and development

Armstrong (1999) & Cole (1997) state that training is a systematic modification of behavior through learning which occurs as a result of education and learning. The accelerated pace of advances in technology, increasing foreign competition, wide spread and growing unemployment creating serious adjustment problems and diminishing resource supplies have affected the way business is conducted. This complex and unstable environment is a way of life which will continue in to the future (Russo 1994).

Training is considered a form of human capital investment whether that investment is made by the individual or by the firm (Goldestein1991; Wetland 2003). Once employees are hired, training programs enhance employee job skills. Employees are expected to acquire new skills and knowledge and apply them on the job and share them with other employees (Noe 1999). Lauri, Benson and Cheney (1996) found that firms often delay training to determine whether workers are good matches and therefore have a lower probability of leaving the firm.

Training provides employees with specific skills or helps to correct deficiencies in their performances while development is an effort to provide employees with abilities the organization will need in the future (Gomez, Mejia, Balkin& Cardy 1995; Wilk and Capelli 2003). Skill development could include basic literacy, technological knowhow, interpersonal communication or problem solving abilities.

A firm has the incentive to invest in the human capital of its workers only if there is an expectation of a return on its investment. Increasingly, companies are strengthening development for talent through competency analysis, input on individual interests, multi source assessment of capabilities and development needs and the formulation of action plans (Clarke 2001; Messmer 2000).

Findings of Black & Lynch (1996) indicated that larger employers' establishment with high performance systems and those which use more physical capital were not likely to retain their employees. Frazis, Gittleman, Horrigan & Joyce (1998) found that firms that

provide more benefits and have innovative work practices train their employees more than other firms.

According to Storey & Sisson (1993) training is a symbol of employers' commitment to staff. It is also reflective of an organizational strategy based on adding value rather than lowering cost. The level of employee turnover and training are expected to be inversely related for example, the higher the level of turnover, the lower the amount of training. This expectation is based on the reasoning that the longer an employee stays with an employer the higher will be the return to training.

2.8 Employee Welfare and Services

For some employees, personal priorities or circumstances make the difference between leaving and staying. Individuals will stay with a company that clearly considers and cares for the career priorities of its employees (life stage needs), health, location, family dual career and other personal needs (Gonyea and Googins 1992; Kamerman & Kahn 1987).

Baby boomers are more interested in job security and benefits; young employees are more interested in pay, advancement opportunities and time off. Such differences may reflect stages in the career cycle or deeper generation differences. Additionally there are often gender differences within demographic groups for example; young women may want different things from what young men want (Beck 2001).

Employees tend to stay when they feel that their capabilities, efforts and performance contributions are recognized and appreciated by others. They want a sense of accomplishment. Compensation provides recognition but other forms of non monetary recognition are also important for example, from managers, team members and peers and customers. Particularly important are opportunities to participate and to influence actions and decisions (Boyd & Salamin 2001; Davies 2001.)

2.9 Critical Reviews of Major Issues

Many theorists in discussing HRM issues and factors make mention of talent management and staff retention as a by the way. Many organizations suffer the problem of high labor turn over yet little has been done to address the issue. It is though a phenomenal issue that organizations should seek for ways to address it instead of assuming the effects of such high rates. In dealing with the remuneration factor as a HR practice, the management of the private institutions must seek to understand the main factor that brings about the labor turn over in order to retain its staff and manage talent.

The level of motivation of the employees is the key aspect to staff retention and talent management. Many theorists and authors agree that the morale or psyche that an employee has to do the job determines the effectiveness and efficiency of such a staff and effectively determines the rate of labor turnover of such a staff. Thus it is important for one to determine the level of motivation among such staff.

Various employees have different reasons for their leaving an organization from time to time. The presence or absence of training and development opportunities is a factor that may give rise to labor turn over but convincingly it is only applicable at certain levels of employment. Employees also cite the commitment of management to their welfare as a key factor giving rise to labor turn over yet no certainty is available as to whether the assertion is applicable to all levels of employment or not.

The compensation accorded these employees also determines the rate at which the employees stay or leave the institution. The better the pay the more stable the staff are but the less the pay (in comparison with other institution), the higher the rate of labor turn over. The availability or non availability of welfare services for example protective clothing, car loans, Medicare services; benevolent funds among others also may influence the rate of staff retention and talent management within the institution.

2.10 Summary and Gaps to be Filled by the Study

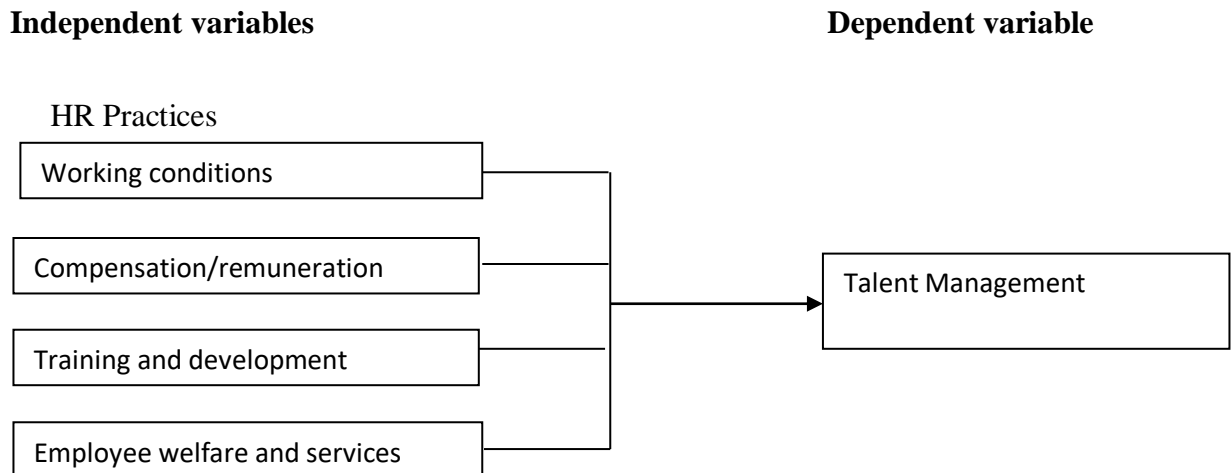
Some areas in this study have been researched on. No research has been done on the effects of human resource practices on talent management and staff retention in the private teacher training colleges in Bungoma district.

Because of the ever changing technological, economic and even competition among these institutions and their environment, there is need for these institutions to know and analyze the human resource factors that affect talent management and staff retention among its staff, so as to address the problem of increased labor turnover. This research therefore seeks to fill this knowledge gap.

2.11 Conceptual Framework

The conceptual frame work as discussed in 2.2 is hereby elaborated in diagram.

Table 2.3 Effects of Human Resource practices on Talent Management



Source :(Author 2012)

The HR practices that affect talent management are; Working conditions, Compensation/remuneration, Training and development and Employee welfare and services. These HR practices that can be implemented or not within the institution and effectively enhance higher level of satisfaction and high productivity. Sufficient

compensation for the staff for the work they do is crucial. Many organizations loose many staff because of poor or low wages and salaries. Many teachers will not be stable unless they are remunerated effectively for the efforts they put into the organization. The compensation techniques and methods employed by an organization as well as the level of compensation (the salary / wages levels) influences the rate at which employees come and leave organization. If the methods are equitable and efficient the employees are expected to be more satisfied than the methods are biased and inefficient in their implementation.

The availability of opportunities for the staff to train, develop and enhance their skills ensures a sure way of upward growth of the staff. However the absence of their opportunities enhances greater dissatisfaction among the staff since all of them desire growth in which ever capacity and level they are in. Staff welfare and employee services are also critical in ensuring higher stability of staff. The provision of medical care for both the staff and his/her dependants is a sure way of retaining them for a longer period in the institutions. The teachers could also be allowed training opportunities for one or two of his/ her dependants in the institution so as to enhance a closer association with the institution. This will not only help to retain then but also ensure commitment and dedication by staff to their work in the institution. The study will then be based on seeking to know how HR practices affect talent management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives details of the methodology that were used in conducting the study, such as research design, target population, sample and sampling procedure, description of research instruments and data collection procedure.

3.2 Research Design

The Study employed the ex-post facto research design; this is a descriptive research in which the researcher does not have direct control of the independent variable because their manifestations have already occurred or because they are inherent not manipulative (Orodho, 2005). The research design was chosen because it allowed the researcher to establish the effects of human resource practices on talent management.

3.3 Target Population

Borg et al. (1989) define target population as, ‘all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study.’ The target population for this study consisted of 40 administrators, 10 principals and 150 tutors in all private teacher training colleges in Bungoma District. This is represented in the table below.

Table 3.1: Target Population

Category of staff	Population frequency	Percentage frequency
Administrators	40	20
Teachers	150	75
Principals	10	05
Total	200	100

Source: Researcher (2012).

3.4 Sample Size and Sampling Procedure

Sampling is a systematic selection of representative cases from the larger population. The purpose of sampling is to get accurate empirical data at a fraction of the cost of examining all possible cases. The Sample size in this study comprised of 40% of the target population. One Quality Assurance and Standards Officer was also interviewed. The researcher used stratified random sampling using a ratio of 40% and simple random sampling of five private TTCs in Bungoma since it was not feasible to cover all the teachers in the private teacher training colleges in Bungoma District. Fowler (2002) explains that stratification means that specific characteristics of individuals are represented in the sample and the sample reflects the true proportion in the population of individuals with certain characteristics. According to Creswel (2009), the number of people in the sample and the procedures used to compute the number should be indicated.

Table 3.2: Sample Size

Stratum	Population frequency	Sample ratio	Sample size
Administrators	40	40 x 0.4	16
Teachers	150	150 x 0.4	60
Principals	10	10 x 0.4	4
Total	200	200 x 0.4	80

Source (researcher 2012).

3.5 Data Collection Tools and Instruments

The research used the following instruments to collect data: secondary data from publications available at Bungoma District Education Office. Primary data will be collected through:

3.5.1 Questionnaires

Teachers filled questionnaires designed with the intention of collecting data concerning their education level, training, experience, compensation and benefits, dedication to duty and work environment. The questionnaires were used to collect data because they offered

considerable advantage in the administration; presented an even stimulus potentially to large numbers of people simultaneously and provide the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. Besides, it is anonymous and anonymity helps to produce more candid answers than is possible in an interview.

3.5.2 Interview schedule

The interview schedules were used during a purposive interview with the District Quality Assurance and Standards Officer to solicit for information on talent management in private teacher training colleges. Some of the human resource practices that the officer may have experienced in the course of visiting and giving guidance to administrators and tutors in colleges.

3.6 Piloting

Piloting is testing of the instruments by trying them in the field. To enhance validity and reliability of the instruments, a pilot study was conducted in two colleges from Kakamega District. Creswell (2009) recommends, ‘indicate the number of people who will test the instrument and the plans to incorporate their comments into final instrument revisions. The comments of those who participate in the pilot study were incorporated in the final instrument revisions so as to get diversified views from another district. The testing is important to establish the content validity of an instrument and to improve questions, format, and scales.

3.6.1 Reliability

Gay (1992) asserts that, reliability is the degree to which a test consistently measures what it measures, while Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study was done to enhance reliability. Literature review of the research done by other people, the journals and books demonstrated reliability for the authors quoted report measures of consistency with topic to be studied.

3.6.2 Validity

According to Borg et al. (1989) validity is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher Wiersma (1995). Creswell (2009) suggests that, to use an existing instrument, describe the established validity and reliability of scores obtained from past use of the instrument. The pilot study helped to improve face validity and content of the questionnaire and the interview schedule tools.

3.7 Data Collection Procedure

The researcher obtained a research permit from the Ministry of Education and clearance from Bungoma District Education Office to visit private colleges in the district for the purpose of collecting data. The researcher personally administered the questionnaire to some colleges and used two research assistants to administer to other colleges. The researcher visited the college administration of the selected schools to explain the purpose of the research and seek permission to administer the questionnaire to the administrators and tutors and then the respondents were given the questionnaire with an assurance that strict confidentiality would be maintained as far as the responses and identity are concerned. The respondents were given one and a half weeks to respond and thereafter the filled-in questionnaires were collected.

3.8 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used as an aid to analyze data. Both qualitative and quantitative analyses were used whereby numbers about a situation were analyzed by choosing specific aspects of that situation. Thereafter descriptive statistics were used to analyze the quantitative data that was obtained. Appropriate descriptive statistics i.e. frequency counts, means and percentages will be employed. Data interpretation will be done using frequency tables, bar and line graphs, and pie charts.

CHAPTER FOUR

FINDINGS, ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings the study collected, the analysis established out of the findings and the discussions thereof. The findings are processed using SPSS and presented in the charts and tables as shown. The chapter is organized according to the objectives of the study.

4.2 Return Rate

The study targeted a sample size of 80 respondents out of whom 66 returned their questionnaires dully filled for analysis. This represented a return rate of 83% which indicated that majority of the target sample respondents hence justified the researcher's proceed to analyze the collected findings and present views that are representative and generalisable to the whole population. The specific return rate is as indicated in the table 4.1. The interview with the district quality assurance and standards officer was also successful and was used in the analysis.

Table 4.1: Return Rate

Stratum	Population frequency	Sample size	Returned	Return rate (%)
Administrators	40	16	14	87.5
Teachers	150	60	48	80.0
Principals	10	4	4	100
Total	200	80	66	82.5

4.3 Background Information

4.3.1 Age of Respondents

Table 4.2 indicates the age of teachers and principals/administrators in Bungoma district (county).

Table 4.2: Age of Teachers

Teachers			Principals/administrators	
Age bracket	Frequency	Percentage (%)	Frequency	Percentage (%)
25-30	13	27	0	0
31-40	24	50	3	17
41-50	8	17	7	39
Over 51	3	6	8	44
Total	48	100	18	100

Fifty percent of the teachers were aged between 31 and 40 years while 27% were aged between 25 and 30 years. Majority of the principals (44%) were aged over 51 years while those between 41-50 years were 39%. This shows that most teachers were young compared to principals hence turnover is likely among teachers than principals/administrators according to Manlove & Guzzle (1997) who argued that younger teachers are more likely to leave than older ones.

4.3.2 Gender of Respondents

Figure 4.1(a&b) shows the gender of teachers and principals/administrators within Bungoma District (County).

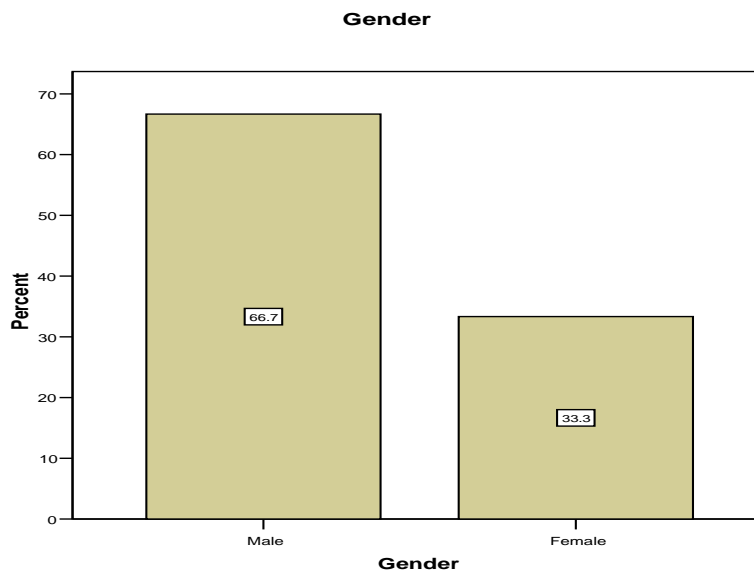


Figure 4.1(a): Gender of Teachers

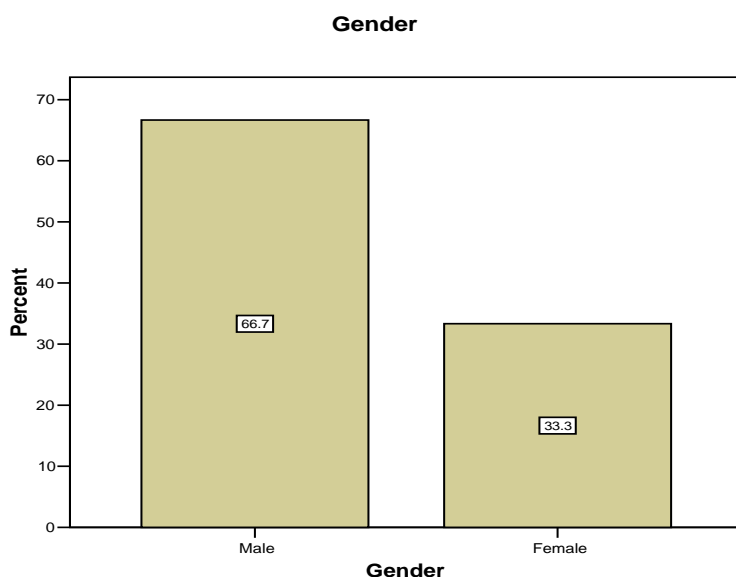


Figure 4.1(b): Gender of Principals/administrators

Majority of 67% of the teachers and principals/administrators interviewed were males while the remaining 33% were females. This shows that males were dominant among teachers and principals in Bungoma district. This means that the study findings will indicate a bias towards a masculine way of doing things.

4.3.3 Experience

The study aimed to establish the experience teachers and principals had in their respective areas of duty. The results were as indicated in table 4.3.

Table 4.3: Work Experience

a) Principals/administrators				b) Teachers	
		Frequency	Percent (%)	Frequency	Percent (%)
Valid	Below a year	3	16.7	10	20.8
	1-3 years	8	44.4	21	43.8
	3-5 years	7	38.9	15	31.3
	Over 5 years	-	-	2	4.2
	Total	18	100.0	48	100

From tables 4.3 a & b, the study establishes that majority of teachers (44%) had experience of between 1 and 3 years in their colleges. On the other hand, majority of respondents 44% also had experience of between 1-3 years in their colleges. Very few principals/administrators (17%) had experience below a year while very few teachers (4%) had experience of over 5 years. This indicates as most teachers gain more experience, they exit the teaching profession to seek other ventures while very few principals/administrators leave their jobs as they gain more experience.

4.3.4 Highest Academic Qualification

The study sought to establish the education level of respondents who participated in the study. The findings collected were as presented in figure 4.2.

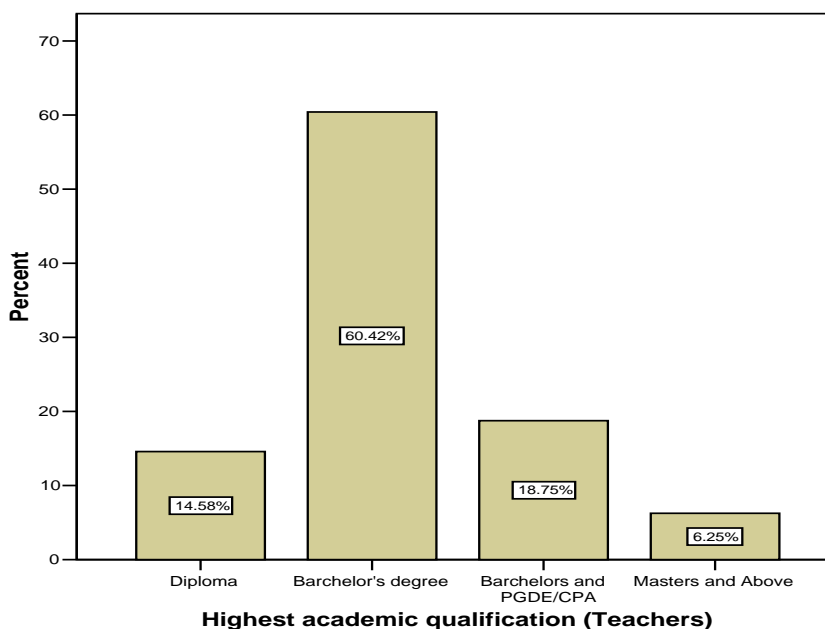


Figure 4.2: Highest Academic Qualification for teachers.

Majority of the teachers (60%) had bachelors' degrees, 19% had bachelors' degree and PGDE/CPA qualifications, 15% had diplomas and the remaining 6% had Masters or higher qualifications.

The study also enquired about the highest education level their staff (teachers) had. The collected findings are as presented in the figure 4.3.

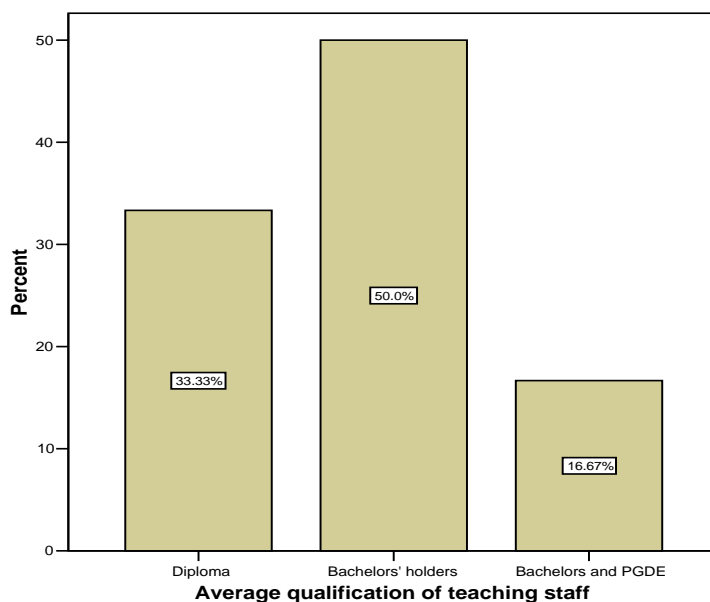


Figure 4.3: Average Qualification of teaching staff

Teachers and administrators also admitted that most of their staff (50%) was educated up to the bachelors' degree level. Those who had diplomas were 33%. These results indicate that teachers in TTCs in Bungoma county were adequately educated hence the views they represent in this study are adequately informed.

4.3.5 Origin of Teachers

The study examined the origin of teachers who work in TTCs in Bungoma County. The results were as presented in the table 4.4.

Table 4.4: Origin of Teachers in Private TTCs in Bungoma

	Frequency	Percentage
Nairobi	1	3
Kakamega	3	9
Eldoret	2	6
Webuye	2	6
Bungoma	5	15
College/universities	21	62
Total	34	100

Out of the teachers who responded to this question, 62% of them had just come from their training colleges/universities and that their current TTCs were their first place of teaching. 15% of those who had taught somewhere else came from TTCs in Bungoma County.

4.3.6 Previous Colleges

To be able to identify the average rate at which teachers could job hop between colleges they teach, the study investigated the number of colleges the teachers had taught in within the last three years. The results collected were as presented in the table 4.5

Table 4.5: Colleges Taught in Last 3 years

N	Valid	48
	Missing	0
Mean		1.38
Median		1.00
Mode		1
Std. Deviation		.570

The mean indicates that most teachers who participated in the study had taught in one college while the standard deviation shows that the variation of the number of colleges teachers taught in was 0.57. The results in table 4.6 below further emphasize that majority of the teachers interviewed (66.7%) had only taught in one college. These findings indicate that teachers who currently teach in Bungoma County can stay in a college for at least three years without moving. Their job hopping behavior happens once in every three years. It may be argued that on a general scale, the factors and services provided in the colleges teachers taught were favorable hence the low job hopping.

Table 4.6: Colleges Taught in last 3 years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Only 1	32	66.7	66.7	66.7
1-3	14	29.2	29.2	95.8
Over 3	2	4.2	4.2	100.0
Total	48	100.0	100.0	

4.4 Effect of working condition on talent management

The first objective of study investigated the effect working conditions in TTCs in Bungoma County (district) have on talent management of teachers. The findings were presented as shown in the following subheadings.

4.4.1 Rating of Working Condition

The researcher aimed to establish the rating teachers gave to the working conditions of private TTCs in Bungoma County. The results were presented in table 4.7.

Table 4.7: Working Condition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below average	2	4.2	4.2	4.2
	Average	24	50.0	50.0	54.2
	Satisfactory	14	29.2	29.2	83.3
	Very Satisfactory	8	16.7	16.7	100.0
	Total	48	100.0	100.0	

Fifty percent of teachers rated the working condition of private TTCs as average, 29% considered the working condition satisfactory while 17% considered the condition very satisfactory. This implies that private TTCs in Bungoma had implemented an averagely good working condition for their teachers in order to motivate them. It may be argued that the TTCs understood the importance of creating a better working condition to their employees hence the provision of averagely good working conditions. Findings from the interview concurred that the working condition of teachers in private TTCs contributes to their stay or turnover. The interviewee confirmed having heard some TTCs having fewer teachers than were recommended by the government, a fact that he argued led to overworking of the available teachers hence increasing their turnover rate. The interviewee also pointed to most TTCs not having adequate infrastructure/physical amenities hence creating a working condition in which one finds difficult operating. These findings are similar to the discussions of Education Sector Analysis (2005) that

poor conditions of school facilities, unfriendly school environment and lack of enabling facilities reduce teachers' morale to do their work and can even influence them to leave.

4.5 Effect of compensation on talent management

The second objective investigated how compensation affected talent management in TTCs in Bungoma County. Findings are presented in subsequent subheadings.

4.5.1 Salary scale of teaching staff

The study investigated the amount of salary that was used to compensate teaching staff in TTCs in Bungoma County. Table 4.8 presents the findings.

Table 4.8(a): Salary scales for teaching staff (According to Principals and administrators)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 10000	2	11.1	11.1	11.1
10000-20000	11	61.1	61.1	72.2
21000-30000	5	27.8	27.8	100.0
Total	18	100.0	100.0	

Table 4.8(b): Salary scale for Teachers (According to Teachers)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10000-15000	32	66.7	66.7	66.7
15000-20000	14	29.2	29.2	95.8
Over 30000	2	4.2	4.2	100.0
Total	48	100.0	100.0	

The table 4.8(b) shows that most of the teachers (96%) were paid a salary ranging from 10,000 to 20,000. Majority of 61% of principals/administrators confirmed that most of their teaching staff were paid a salary ranging from 10,000 to 20,000.

4.5.2 Base for Remuneration

The study enquired from principals/administrators the main bases for allocating salaries to teachers. The findings were as presented in figure 4.4.

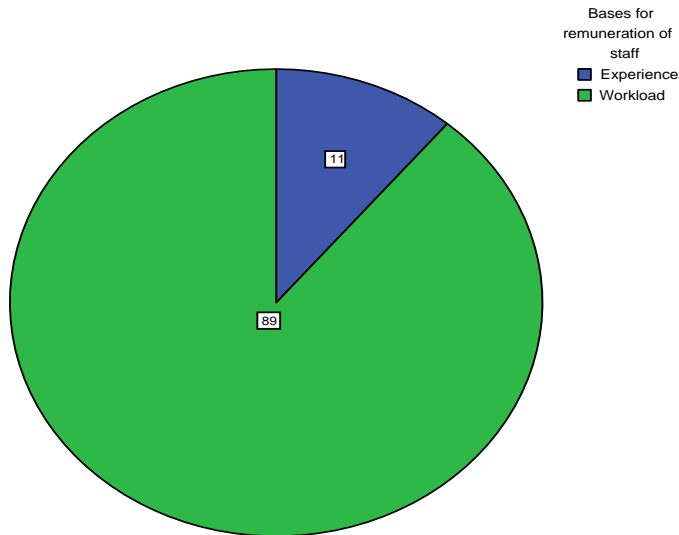


Figure 4.4: Bases of Remuneration of Teachers

Majority of the teachers (89%) argued that the remuneration package of teachers was allocated based on the workload they were given. Eleven percent considered experience as the other (minor) determinant of allocating salaries. The same results were also found when principals/administrators were asked of the same question (See table 4.9 below). This is to mean the management of private TTCs in Bungoma paid a lot of attention towards what each teacher did and used to determine how much each should get in terms of salary.

Table 4.9: Bases for remuneration of staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Experience	2	11.1	11.1	11.1
	Workload	16	88.9	88.9	100.0
	Total	18	100.0	100.0	

4.5.3 Extent to which compensation affect stability

The study investigated the extent to which the compensation teachers received affected their stability in their TTCs. The results collected were as presented in table 4.10.

Table 4.10: Effect of compensation on teacher's stability

		Frequency	Percent
Valid	To a less extent	2	4.2
	To an average extent	19	39.6
	To a high extent	27	56.3
	Total	48	100.0

As indicated in table 4.10, 56% of teachers agreed to a high extent that the compensation they received enhanced their stability in their TTCs. According to 40%, the extent to which compensation affected their stability was average while only 4% noted that the compensation affected their stability to a small extent. This results shows that compensating teachers was a major determinant of their stay within a given TTC. This may be attributed to the argument that well compensated teachers may have a perception of their work being appreciated. These findings are similar to the ones presented by Willis (2000) that compensation 'is the most critical issue when it comes to attracting and keeping talent; and Parker and Wright's (2001) findings that fair wages are cornerstone to the contractual and implied agreements among employees and employers.

4.5.4 Findings from the interview

Findings from the interview indicated that remuneration is one of the causes of turnover among private TTCs in Bungoma. The interviewee responded that most private colleges pay low salaries and benefits and do not offer pensionable services hence most teachers in private TTCs were seen to prefer working in public sponsored colleges where their pay would be better as well as pensionable. The interviewee even noted that in the past few years, several TTCs have recorded high turnovers with most of the resignations

indicating poor pay (or having found well paying jobs) as their main reason to leave. This concurs with the arguments of Willis (2000) as indicated above as well as the finding that wages influence the recruitment and retention of workers (Highhouse ,Stierwalk et al 1999; Parker & Wright 2001; Rynes& Barber 1990; Williams and Dreher 1992).

4.6 Extent to which employee welfare and services affect talent management

The third objective investigated the extent to which employee welfare and services provided affect talent management in private TTCs in Bungoma County. The collected findings and discussions are presented in subheadings that follow.

4.6.1 Welfare activities offered

The study investigated the forms of welfare activities offered to teachers by private TTCs in Bungoma. Table 4.11 presents the collected results.

Table 4.11: Welfare Activities Offered

	Respondents (Frequency)	Percentage (%)
Safety clothing	7	16
Dust coats	9	21
White boards	9	21
Medicare facilities	7	16
Credit facilities	9	21
Social welfare	2	4
Total	43	100

Majority of 21% of teachers agreed that the major forms of welfare activities offered by TTCs in Bungoma were dust coats, white boards and credit facilities. Safety clothing and Medicare facilities were the second category of forms of welfare activities provided by private TTCs in Bungoma. 4% of respondents also identified social welfare as the other form of welfare activity offered by private TTCs in Bungoma. These results indicate that private TTCs in Bungoma gave a lot of attention to teachers well being at the job in order to retain them. These findings are similar to the arguments by Gonyea and Googins (1992); and Kamerman & Kahn (1987) that individuals will stay with a company that

considers and cares for the career priorities as well as health, location, family dual career and other personal needs.

4.6.2 Welfare Activities and their effect on Retention

After having established the welfare activities private TTCs offered to teachers in Bungoma County, the study investigated whether these activities contributed to the retention of teachers. The collected findings were as presented in figure 4.5.

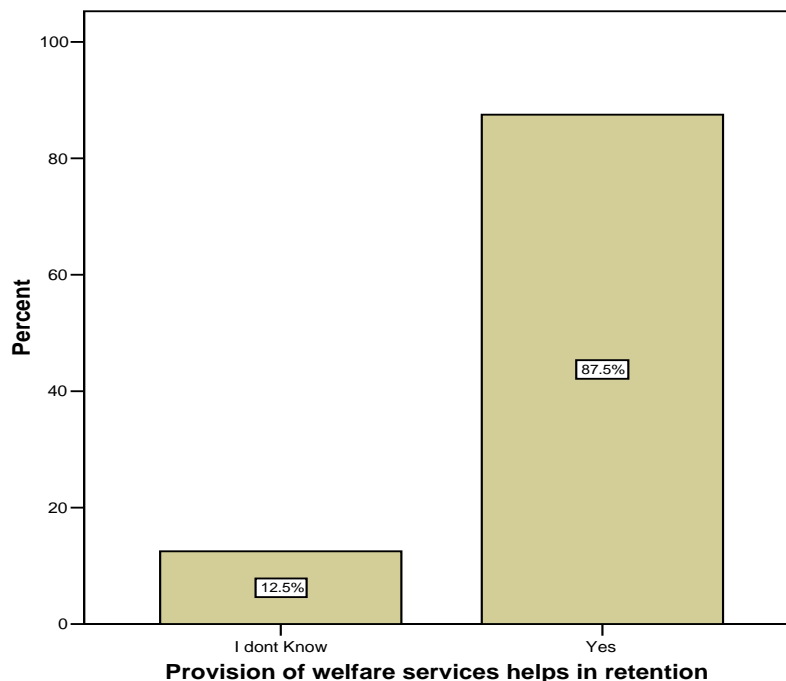


Figure 4.5: Welfare Activities Provided help in staff Retention

Eighty eight percent of respondents agreed that the welfare activities provided to teachers in private TTCs in Bungoma helped in the retention of teachers. The remaining respondents could not tell whether the welfare activities contributed to retention or not. This findings show that provision of welfare activities/services in private TTCs significantly contributes to the retention of teachers. These findings also concur with the argument that employees will stay with a company that considers and cares for the career priorities as well as welfare needs like health, location, family dual career and other personal needs (Gonyea and Googins, 1992).

4.6.3 Welfare and Turnover

The researcher also wanted to know the extent to which the available welfare and employee services influenced teachers' turnover. The responses collected from principals/administrators were as presented in table 4.12.

Table 4.12: Extent to which Welfare and Employee Services influence Turnover Rate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low extent	3	16.7	16.7	16.7
	Average extent	10	55.6	55.6	72.2
	High extent	2	11.1	11.1	83.3
	Very high extent	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Majority of 56% of principals/administrators reported that welfare and employee services influenced turnover to an average extent while 17% said it influenced to a high extent. This indicates that to an average extent, welfare and employee services were a significant determinant of talent management in private TTCs in Bungoma. These results also collaborate with results given above in figure 4.5 that provision of welfare services significantly affects retention.

Findings from the interview also confirmed that teachers in private TTCs in Bungoma were motivated to stay when the welfare services provided to them by the TTC were better and well managed.

4.6.4 Other welfare Factors affecting Retention

The study enquired other welfare factors that respondents considered to have an effect on their retention. The collected results established that: unfavourable relationships among employees; poor governance; lack of professional leadership and poor public relations are some of the welfare factors that affect their retention at work. Unfavourable relationships

affect team work while enhancing hatred and animosity among teachers hence creating a difficult environment to retain talents. They also make some employees not feel appreciated. These findings tally those presented by Boyd and Salamin (2001); Davies (2001) that better relationships at work enhance sense of worth at workplaces hence lowering their turnover. Good governance and PR gives desired direction to teachers hence creating an enabling environment that enhances teachers' retention. The findings on governance and PR collaborate with the position held by Bersin et al. (2010) (shown in table 2.1) who hold that governance and leadership are important steps in talent management in organization. In another concurrence, Accenture (2001) and Jardine and Amig (2001) argue that poor leadership or supervision and lack of recognition for good performance and limited control over the work cause turnover in institutions.

4.7 Effect of Training and Career Development on Talent Management

The last objective of study investigated effect training and career development has on talent management in private TTCs in Bungoma County. Following are the findings collected and discussions derived from them.

4.7.1 Provision of Training

The study investigated whether private TTCs in Bungoma County provided training to their teachers. The collected findings were as shown in figure 4.6.

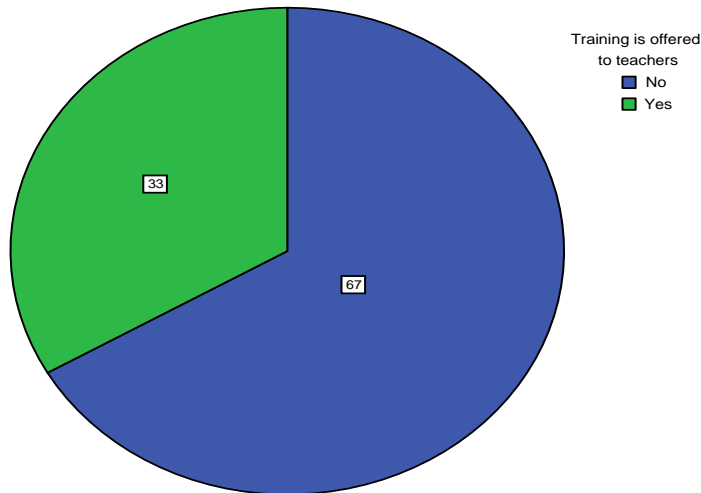


Figure 4.6: Provision of Training to Teachers

The study established that 67% of teachers said that they were not provided with training opportunities by their TTCs while 33% agreed to have received the training. This indicates that most private TTCs in Bungoma County did not appreciate training of teachers as a method of talent management. The findings mean that private TTCs in Bungoma were not committing to developing their staff as is desired by them. The findings collaborate with the argument by Storey and Sisson (1993) that not training staff is a symbol of employers' lack of commitment to staff.

To the 33% who agreed to have received training from their TTCs, the study investigated the kind of training that their institutions offered them. The collected findings were as presented in figure 4.7

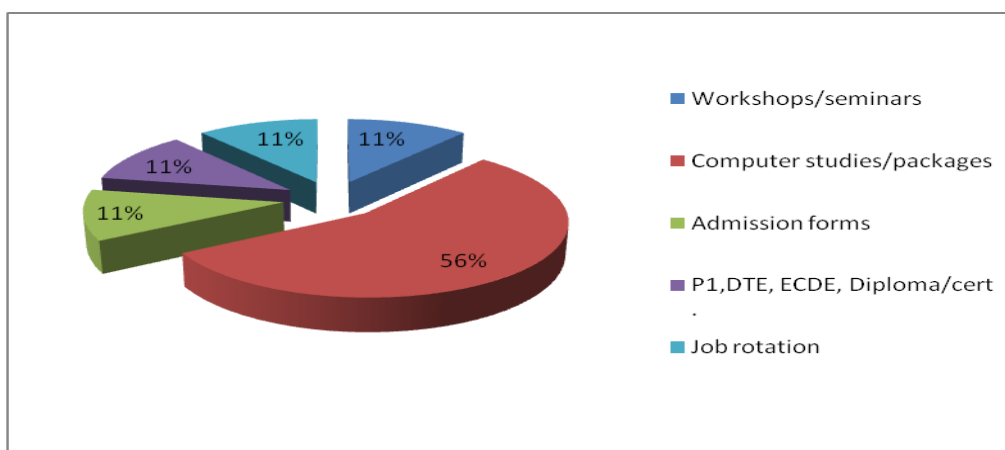


Figure 4.7: Kind of Training Offered

Most of the teachers (56%) who received training from their TTCs were offered computer studies/packages.

Findings given by principals/administrators (see table 4.13) showed that 56% of the principals/administrators agreed to offering training and development programs to their employees (teachers). Since these findings differ with those presented by teachers, it means that some of the training and development programs provided by the TTCs to their teachers were poorly communicated to teachers or teachers did not perceive them as training and development programs. It could also mean that the programs did not serve to train and develop teachers as Gomez, Mejia, Balkin and Cardy (1995); Wilk and Capelli (2003) noted. Some of the training and development programs principals/administrators said were provided included On-the-job seminars/workshops and sponsors for further education.

Table 4.13: Offering training and development programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	44.4	44.4	44.4
	Yes	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

4.7.2 Growth and Development

The study also investigated whether there was room for growth and development within private TTCs in Bungoma County. The collected findings were as presented in the table 4.14.

Table 4.14: Room for Growth and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	31	64.6	64.6	64.6
	Yes	17	35.4	35.4	100.0
	Total	48	100.0	100.0	

Sixty five percent of respondents said that there was no room for growth and development in private TTCs while 35% said there was room for growth and development. This indicates that private TTCs did not provide chances for growth and development for teachers. This may mean that private TTCs in Bungoma did not see the significance of creating room for growth and development to talent management among teachers thus showing low commitment to their staff as Storey and Sisson (1993) reported.

4.7.3 Avenues for growth

The study further investigated the avenues for growth that had been provided for teachers in private TTCs in Bungoma County. The collected results were as presented in table 4.15 below.

Table 4.15: Available Avenues for Growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer literacy	11	22.4	31.4	31.4
	Job rotation	3	6.1	8.6	40.0
	Expansion of courses	5	10.2	14.3	54.3
	Training	9	18.4	25.7	80.0
	Collaboration with Universities	7	14.3	20.0	100.0
	Total	35	71.4	100.0	
Missing	System	14	28.6		
Total		49	100.0		

The major avenues for growth established by the study were computer literacy at 31%; training at 26%; collaborating with other universities at 20%; expansion of courses at 14% and least avenue was job rotation at 9%. This indicates that most teachers considered computer literacy as a major avenue to growth. This may be attributed to the current era of digitalization where the society considers being digitally elite as a great advantage to being competitive. Teachers might have a lot of importance in having skills and knowledge to execute duties hence the importance they put in training. This finding concur with that presented by Bersin et al. (2010) that through development employees get more knowledge to be able to sustain the tremendous changes in technology like the use of computers in typing and setting of exams, use of machines like photocopying machines and also the use of internet to access more information.

4.8 Turnover rate

4.8.1 Rate of turnover of teachers

The study investigated the average labour turnover rate among the teaching staff. The collected results were as tabled in table 4.16.

Table 4.16: Average Labour Turnover Rate

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	0-5%	4	22.2	22.2	22.2
	6-10%	2	11.1	11.1	33.3
	11-20%	5	27.8	27.8	61.1
	Above 20%	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

Majority of principals/administrators (39%) considered the average turnover rates in their institutions to be above 20%. This is significantly high turnover rate that indicates that many talents were not retained to the TTCs. This means that the principals and administrators of private TTCs had a difficult task of managing talent.

4.8.2 Reasons for the Turnover Rate

The study then investigated the reasons for the high turnover rates according to the principals/administrators analysis. The collected findings were as shown in figure 4.8.

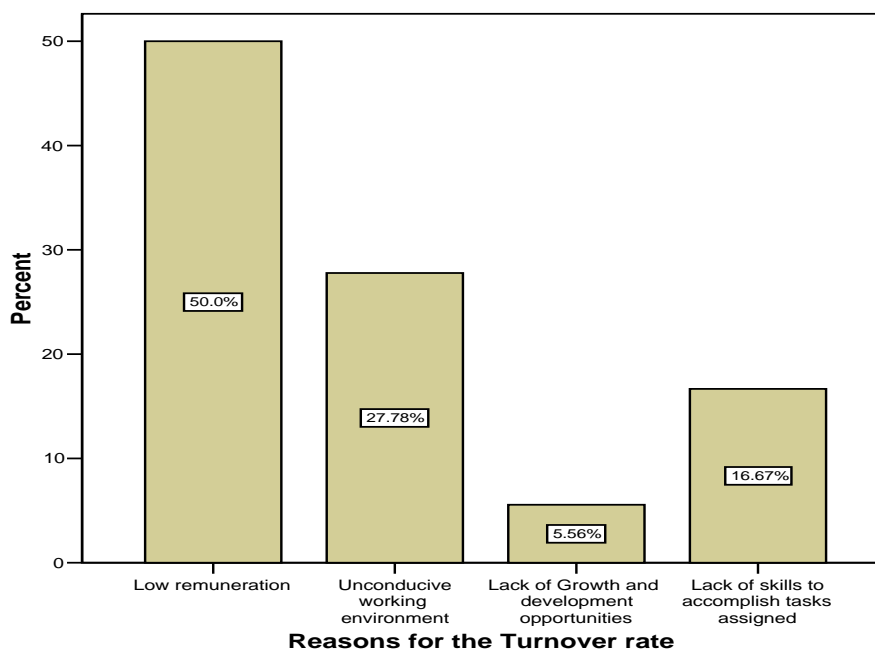


Figure 4.8: Reasons for Turnover

The collected findings show that majority of teachers (50%) turned over as a result of low remuneration followed by those who turned over as a result of uncondusive working environment. Those who turned over due to lack of skills to accomplish tasks assigned to them were 17% while the least number of teachers (6%) turned over as a result of lack of growth and development opportunities. The results mean that teachers in private TTCs are poorly paid hence a cause for their turnover. This tallies the findings of Willis (2000) that employee compensation 'is the most critical issue when it comes to attracting and keeping talent. It also shows that the working environment in private TTCs is not very attractive hence the second cause of turnover. This argument is in agreement with that presented by Education Sector Analysis (2005) that poor working environment is a major killer of employee morale hence cause their turnover. This result indicates that low remuneration was the major factor that needs to be addressed by private TTCs to enhance talent management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the collected findings, the conclusions drawn from the findings and the recommendations the study makes. The study discusses all these factors based on the variables as depicted in the objectives of study.

5.2 Summary of Findings

5.2.1 Working conditions

The first objective of this study investigated how working condition and terms of service affect talent management in private teacher training colleges in Bungoma County.

The study found out that the working conditions of private TTCs in Bungoma is averagely good for teachers to execute their duties well. It was also found that some private TTCs do not have adequate infrastructure/physical amenities thus create a difficult working condition to operate in. The study also found that working condition of teachers in private TTCs contributes to their stay or turnover. It was found that unconducive working environment was the second cause of turnover rates in private TTCs according to 28% responses.

5.2.2 Compensation

The second objective investigated how compensation affected talent management in TTCs in Bungoma County. The study found that most (96%) were paid a salary ranging from 10,000 to 20,000. Majority of 89% argued that the salary allocation was based on the workload teachers were given. The study also found that the compensation teachers received enhanced employee stability to a high extent. Fifty percent of respondents also agreed that low remuneration was the highest cause of teacher turnover in private TTCs in Bungoma. Findings from the interview also reported that poor remuneration is one of the major causes of turnover among employees. It was also found that teachers from

private TTCs would rather work for public TTCs since they offered better remuneration and were pensionable as well.

5.2.3 Employee Welfare and Services

The third objective investigated the extent to which employee welfare and services provided affected talent management in private TTCs in Bungoma County. Major forms of welfare services offered by private TTCs in Bungoma include dust coats, white boards and credit facilities as each of them was supported by 21% of respondents. Safety clothing and Medicare facilities were the second category of forms of welfare activities provided by private TTCs in Bungoma with 16% support. Social welfare was the least provided form of welfare activity at private TTCs in Bungoma. The study also found that unfavourable relationship among employees; poor governance; lack of professional leadership and poor public relations are other welfare factors that affect their retention at work. The study found that these factors cause an unfavorable working environment leading to turnover.

The study further found that 88% of respondents confirmed that welfare activities provided to teachers in private TTCs in Bungoma helped in their retention. Majority (56%) of principals and administrators reported that welfare and employee services influenced turnover to an average extent. Findings from the interview also confirmed that teachers in private TTCs in Bungoma were motivated to stay when the welfare services provided to them by the TTC were better and well managed.

5.2.4 Training and career development

The fourth objective investigated the effect training and career development has on talent management in private TTCs in Bungoma County. The findings showed that 67% of teachers in private TTCs were not provided with adequate training opportunities. The few training and opportunities available concerned offering computer studies/packages. However, the study found that principals/administrators had provided on-the-job seminars/workshops and sponsors for further education as training opportunities to teachers while teachers did not consider these as training opportunities. The study, based

on 65% majority, found that there was no room for growth and development in private TTCs in Bungoma. It was found that what teachers considered as avenues for growth were not provided by the institutions they worked in. the study found that the avenues for growth appreciated by teachers were computer literacy; training; collaborating with universities; and expansion of courses. The least avenue for growth was job rotation. Lack of skills to accomplish tasks was found to influence turnover to a level of 17%.

5.3 Conclusions

5.3.1 Working conditions

The study concludes that private TTCs in Bungoma County have averagely good working conditions that allow teachers to execute their duties well. However, some private TTCs in the same region do not have adequate infrastructure/physical amenities hence creating difficult working conditions for teachers which influences them to turnover.

5.3.2 Compensation

The study also concludes that most teachers in private TTCs in Bungoma are paid salaries ranging between 10,000 and 20,000 though this is not adequate for them hence causes most of them to turnover. The allocation of salaries in private TTCs depends on how much workload one is given. Compensation is a major determinant of stability in private TTCs with low remuneration being the main cause of turnover rates. Teachers in private TTCs in Bungoma prefer working for public TTCs because public TTCs pay better as well as offer pensionable jobs.

5.3.3 Employee Welfare and Services

Welfare services offered by private TTCs in Bungoma include dust coats, white boards, credit facilities, safety clothing and Medicare facilities. Social welfare is the least provided form of welfare activity at private TTCs in Bungoma. Other factors that affect employees' welfare hence retention of teachers include poor governance; lack of professional leadership and poor public relations. Provision of welfare services among private TTCs in Bungoma significantly influences retention of employees. Teachers of

private TTCs in Bungoma are motivated to stay when the welfare services provided to them are better and well managed.

5.3.4 Training and career development

It is also concluded that private TTCs in Bungoma County do not provide adequate training opportunities for teachers. The colleges do not provide room for growth and development as well. Those who provide training opportunities have significantly focused on offering computer studies. Principals/administrators had provided on-the-job seminars/workshops and sponsors for further education as training opportunities but teachers did not consider them adequate training opportunities. The avenues for growth that are appreciated by teachers in private TTCs in Bungoma include offering computer literacy, training teachers, the private TTCs collaborating with universities, and expansion of courses being offered. It is also concluded that teachers who do not have skills and knowledge received through training and development have a tendency of turning over.

5.4 Recommendations

5.4.1 Recommendations for policy implementation

The management of private TTCs in Bungoma County should work hard to ensure that the working conditions for teachers are above average so as to enhance their retention. Adequate infrastructure/physical amenities should be provided to create a favourable working environment for teachers hence retain them.

Private TTCs in Bungoma should look for ways to enhance the salaries of teachers as a way of enhancing their retention. The salaries should be allocated based on teachers qualifications and experience so as to encourage teachers (high valued teachers) to stay for long. The TTCs should also register their employees with pension programs so as to match public TTCs and as a result prevent mass turnover of teachers to public TTCs.

Private TTCs in Bungoma should enhance the scope of welfare services they offer to their employees so as to offer wide variety that will retain many of them. Based on the

importance of social welfare, the management of private TTCs should invest more in it to give it a higher retention ability. The management should also ensure the provision of better governance & professional leadership and enhanced public relations as they have significant effect on the welfare services hence retention of teachers.

The management of private TTCs in Bungoma should liaise with teachers to identify the training opportunities that need to be provided to influence their stay. Principals and administrators should not put much focus on on-the-job seminars/workshops and sponsors for further education as training opportunities since most teachers do not consider them so. The TTCs should then provide adequate training and development opportunities for all teachers. The provision of computer literacy studies should be enhanced as they are considered by teachers as significant opportunities for growth. The TTCs should also increase their collaboration with universities as well as offer expanded courses as these are considered by teachers as opportunities for growth.

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APPENDICES

Appendix 1: Introduction letter

Gladys Nafula Mabonga,

P.o. Box 386,

Bungoma.

Dear respondent,

RE: MBA (HRM) RESEARCH- KENYATTA UNIVERSITY.

The subject hereby refers;

I am a student at Kenyatta University undertaking an MBA program specializing in Human Resource Management. I am currently undertaking my project work with the topic; effects of human resource practices on talent management in private teacher training colleges in Bungoma district. I am sending the enclosed questionnaire to you so that I can obtain some data from you. Please do not write your name or any form of identification to enhance confidentiality. Thank you in advance for your support and data.

Enclosed please find a copy of the questionnaire. Do not hesitate to inquire or seek any clarification on any question.

Thank you.

Gladys Nafula Mabonga.

Appendix 2: Questionnaire to Principals/administrators

Questionnaire for principal/ deputy principal/ administrators

Please answer the questions below to the best of your understanding.

Designation..... Gender..... Age.....

1. For how long have you been in this institution? (tick where appropriate)

- ☐ Below one year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ Above five years

2. How many full time teaching staff does your institution have?

- ☐ 0-10
- ☐ 11-20
- ☐ Above 21

3. What is the average duration (stay) of a teacher in your institution?

- ☐ Under 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ Above 5 years

4. What is the average qualification of the teaching staff?

- ☐ Diploma graduate
- ☐ Bachelor holders
- ☐ Bachelor and PGDE
- ☐ Masters and above

5. Do you offer training and development program opportunity to the teaching staff?

☐ Yes(go to question 6)

☐ No (go to question 7)

6. If yes which forms? (list them)

.....

7. If no, state the major reason(s)

.....

8. What are the salary scales for the teaching staff?

☐ < 10,000

☐ 10.000-20,000

☐ 21,000-30,000

☐ >31,000.

9. What on average are the bases for remuneration of these teaching staff?

☐ Level of education

☐ Experience

☐ Age

☐ Workload

Other(s).....

10. What is the average labor turnover rate among the teaching staff?

☐ 0-5%

☐ 6-10%

☐ 11-20%

☐ Above 20%

11. What reasons do you give for this rate?

- ☐ Low remuneration
- ☐ Un conducive working environment
- ☐ Lack of growth and development opportunities
- ☐ Lack of skills to accomplish tasks assigned

Others.....

12. To what extend do welfare and employee services influence this labor turnover rate?

- ☐ Very high
- ☐ High Average
- ☐ Average
- ☐ Low
- ☐ No effect

13. Do you also double up as the proprietor of the college?

- ☐ Yes
- ☐ No

14. What are your comment(s) not captured in this questionnaire but crucial to this research?

.....

.....

Thank you for taking your time to answer this questionnaire.

God bless you.

Appendix 3: Questionnaire for Teachers

Please answer the questions below to the best of your understanding.

Designation..... Gender..... Age.....

1. For how long have you been in this position? (circle)

- a. under 1 year
- b. 1-3 years
- c. 3-5 years
- d. above 5 years

2. What are your highest academic qualifications?(circle)

- a. diploma
- b. bachelors
- c. bachelors and PGDE/CPA
- d. masters and above

3. From which institution did you join the current one? (Indicate town)

.....

4. How many colleges have you taught over the last 3 years? (Tick)

- ☐ None
- ☐ Only 1
- ☐ 1-3
- ☐ Over 3

5. What is your salary level?

- ☐ 10,000-15,000
- ☐ 15,000-20,000

- ☐ 20,000-30,000
- ☐ >30,000

6. To what extent do you think compensation affect your stability in this institution?

- ☐ To a great extend
- ☐ To an extend
- ☐ To less extend
- ☐ Does not affect at all

7. Does the institution provide any training to its teachers?

- ☐ Yes (go to 8)
- ☐ No

8. Which forms of training do they provide?

.....

9. Is there room for growth and development within the institution?

- ☐ Yes (go to 10)
- ☐ No

10. Briefly
explain the available avenues for you to grow

11. How do you rate the working conditions within the institution?(tick)

- ☐ Very satisfactory
- ☐ Satisfactory
- ☐ Average
- ☐ Below average

12. What forms of welfare activities do the institution offer to you?(tick)

- ☐ Safety clothing
- ☐ Dust coats
- ☐ White boards
- ☐ Medicare facilities
- ☐ Loans e.g. car loans, mortgages etc
- ☐ Credit facilities

Other(s) specify

.....
.....

13. According to your opinion, does the provision of welfare services help in staff retention?

- ☐ Yes
- ☐ No
- ☐ Don't know

14. What according to you are the major causes of labor turn over in this institution?

.....
.....

15. What is/ are your other comment(s) not captured in this questionnaire but crucial to this research?

.....

.....

Thank you for taking you time to answer this questionnaire.

God bless you.

Appendix 4: INTERVIEW GUIDE FOR THE DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICER

1. How would you rate the general performance of private teacher training colleges in Bungoma district? Below average, average, or above average?
2. Is there labor turn over?
3. What are some of the factors that cause labor turnover among teachers in the district?
4. Do compensation, training and development, working conditions and terms of service, employee welfare and services have any effect on talent management?
5. Are there many cases of poor working conditions in the district? What effect has that got on talent management?
6. Has your office handled any cases of compensation/remuneration between teachers and their college administrators in the last six months?
7. What effect could that kind of case have on talent management?
8. Are there teachers in the district who have resigned or opted to move to other professions early in the last one year?
9. What are some of the reasons that may have led to them taking such an action?
10. Do you have any suggestions on how teachers in this district can develop their career? If, yes, please mention some.

Appendix 5: Registered and operating private teacher training colleges in Bungoma District

No. alphabetically	Name of college	Population of teachers	Population of administrators	Population of principals
1	Bungoma TTC	19	4	1
2	Chwele	14	4	1
7	Millennium	16	4	1
3	Nabongo	15	4	1
4	Pamus	15	4	1
5	Sacred	18	4	1
6	St. Annes TTC	13	4	1
8	Bungoma TTI	12	4	1
9	St. JosephsTTC	13	4	1
10	West Kenya	15	4	1
Total		150	40	10

Source: Bungoma District Education Office (2012).